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A Survey of Classroom Facilities at Private Primary Schools in Mardan

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Abstract

A survey of classroom facilities at private primary schools in Mardan was a new study. In this research study the following research objectives were: (1) To investigate classroom facilities (organizational) at private primary schools in Mardan; & (2) To inquire classroom academic facilities at private primary schools in Mardan. In this research work the following research questions were tested: (1) what are the organizational facilities in the classroom at private primary school in Mardan? and (2) what are the academic classroom facilities at private primary schools in Mardan? All the (15) Private Primary Schools in Village Gujrat were the population in this study. A sample of (62) Private Primary Schools Teachers in Village Gujrat was selected randomly. In which the following respondents were included. A closed-ended questionnaire with three options was developed. The instrument was validated from the experts. The reliability of instruments was calculated 0.79. This study was delimited to the village Gujrat in District Mardan. Based on the examination, the classrooms are well-lit, spacious, hygienic, equipped with wall clocks, fans, teaching kits, whiteboards, multimedia, a syllabus, and visual aids. it was suggested that classroom facilities be updated to reflect current technology developments. Additionally, classrooms may be highly effective academically for teaching and learning.

Keywords: Classroom, Facilities, Private, Primary School.

Introduction

Providing all citizens with education, especially high-quality education, is seen as a human right. According to research, high-quality physical facilities in schools are essential for providing high-quality instruction (NEP, 1998-2010). Earthman (2004) examined numerous studies on the effects of school buildings and came to the conclusion that student performance is impacted by building condition. Lewis (2000) determined that the facilities have a significant impact on students' learning based on data from 139 schools. Mc Guffy (1982) According to his studies on physical amenities, there is a positive correlation between student performance and high-quality buildings, better lighting, a warmer classroom,



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and the availability of restrooms and drinking water.

Students' learning is greatly influenced by the size of the classroom and the facility, but the quality of their education is also significantly impacted by the availability of the newest technology, such as computers and lab equipment (Brooks, 2011).

Ferrer et al., (2022) claimed that various elements work together to create an environment for the students. According to the author, this environment serves as a service or a facilitation that is necessary for a student to achieve better outcomes in both his academic and personal life. A proper, roomy classroom, a well-maintained seating space, a writing board, shelves that might hold the essential items used in practical work, books, and other things pertaining to the needs of the students are some examples of the amenities.

The facilities that are made available to students and teachers are crucial in fostering their abilities. Among the general amenities that students and teachers need for the academic health of the school are desks, chairs, whiteboards, trash cans, teaching aids, first aid kits, computers, libraries, calculators, air conditioning or heating, depending on the season, and many other items that are generally necessary for students and teachers to concentrate on learning and instruction. amenities at schools, as per Kuhfeld et al., (2020) are essential resources that all institutions must use for the services they offer. These are referred to as material resources, and they are crucial for the classroom, the school, and the students. It has been noted that giving teachers and kids greater facilities helps the school manage to get better results from the students.

Research objectives

- To investigate classroom facilities (organizational) at private primary schools in Mardan.
- To inquire classroom academic facilities at private primary schools in Mardan.

Research Questions were:

- What are the organizational facilities in the classroom at private primary school in Mardan?
- What are the academic classroom facilities at private primary schools in Mardan?

Statement of the Problem

One major obstacle to the quality of education in private elementary schools is the state of the classrooms. Many of these classrooms lack current instructional equipment, inadequate infrastructure, and enough teaching materials.

Literature Review

Numerous studies have been carried out to investigate the connection between high-quality education and school amenities. School facilities are the culmination of various policies, programs, curricula, and extracurricular activities that inspire kids to perform better (Imran, 2010).

Schneider (2002) examined how school facilities affect kids' academic achievement. He talked on how six facilities—indoor air quality, ventilation, thermal comfort, building age and quality, school size, and quality size—have a significant impact on kids' academic performance. In addition to improving



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students' academic performance, the availability of these resources may also have a good effect on teacher recruitment, dedication, retention, and effort.

O'Neill and Oates (2001) and Earthman (2002) have examined how the size, shape, and quality of classrooms and school buildings have a stronger impact on kids' learning in their studies. On the other hand, Lawrence (2005) maintained that there is no correlation between pupils' academic achievement and building conditions and stability. In reply to earlier ones, Woolner, et al., (2007) carried out a study and discovered various aspects of the physical environment that affect students' academic performance and each other in both positive and negative ways.

The presentation of furniture and all other physical resources, student independence, the attractive appearance and positioning of boards, and the arrangement of materials and equipment from the classroom's physical environment are all components of well-managed and well-arranged classrooms (Linda, 2013). Students' learning is greatly impacted by other crucial aspects of the classroom environment, such as the temperature, light, sound level, and ventilation. Additionally, these elements have varying effects on students and are closely linked to their learning preferences (Trimborn, 2013).

The professors' strong academic support of the students is the most crucial component of the classroom atmosphere. Teachers that provide accurate, precise, understandable, and expandable material that is pertinent to students' everyday issues and is delivered in a welcoming environment always have an impact. Additionally, teachers need to support their students and demonstrate their confidence in their skills. They must demonstrate their focus to their students, let them know they can succeed, and then reaffirm this by praising consistent accomplishments (Kellay, 2013).

Olivier et al., (2019) The school environment has a wide-ranging impact on students' learning and development, including a major component of their social, emotional, and ethical development, according to an article on the value of a supportive school environment in fostering academic success. Students are less likely to engage in substance misuse, aggression, and other undesirable behaviors when they perceive their school environment to be kind and supportive. According to the research, supportive schools help children feel more connected, like they belong, or like they belong, which leads to these favorable outcomes. In this context, both terms are used interchangeably to describe students' perceptions of having intimate, respectful relationships with both adults and peers at school. Thus, establishing a school community is a way to promote academic achievement. Pupils who perceive their school as a nurturing environment are more interested, motivated, and ambitious.

Methodology

Population

All the (15) Private Primary Schools in Village Gujrat were the population in this study.

Sample

A sample of (62) Private Primary Schools Teachers in Village Gujrat was selected randomly. In which the following respondents were included.

School	Teachers	Total
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No		
10	62	62
Sample: 62		

Research Instrument

A closed-ended questionnaire with three options were developed.

Validity

The instrument was validated from the experts.

Reliability

The reliability of instruments was calculated 0.79.

Delimitation

This study was delimited to the village Gujrat in District Mardan.

Data Analysis

Serial No: 1 Your classroom has enough light

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	80	16.70	3.30	80

Serial No. 1 shows that huge number of Primary School Teachers, having 80 % opted, the classrooms have sufficient light.

Serial No: 2 Your classroom is spacious

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	68.9	27.9	3.3	68.9

Serial No. 2 shows that huge number of Primary School Teachers, having 68 % opted, that classroom is spacious.

Serial No: 3 Your classroom environment is hygienic

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	75.4	19.7	4.9	75.4

Serial No. 3 shows that huge number of Primary School Teachers, having 75 % opted, that classroom environment is hygienic.

Serial No: 4 Your classroom has a wall clock

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	52.5	47.5	0	52.5

Serial No. 4 shows that huge number of Primary School Teachers, having 52 % opted, that classroom has a wall clock.

Serial No: 5 Your classroom is well colored

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	73.3	21.7	5	73.3

Serial No. 5 shows that huge number of Primary School Teachers, having 73 % opted, that classroom is well colored.

Serial No: 6 Your classroom has ceiling fans

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	82	16.4	1.6	82

Serial No. 6 shows that huge number of Primary School Teachers, having 82 % opted, that classroom has ceiling fans.

Serial No: 7 Your classroom has sufficient furniture



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Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	75.4	24.6	0	75.4

Serial No. 7 shows that huge number of Primary School Teachers, having 75 % opted, that classroom has sufficient furniture.

Serial No: 8 Your classroom has a teaching kit

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	49.2	44.3	6.6	49.2

Serial No. 8 shows that huge number of Primary School Teachers, having 49 % opted, that classroom has a teaching kit.

Serial No: 9 Your classroom has a whiteboard

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	95.1	4.9	0	95.1

Serial No. 9 shows that huge number of Primary School Teachers, having 95 % opted, that classroom has a whiteboard.

Serial No: 10 Your classroom has multimedia

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	47.5	52.5	0	52.5

Serial No. 10 shows that huge number of Primary School Teachers, having 52 % opted, that classroom has no multimedia.

Serial No: 11 Your classroom has a syllabus

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	82	18	0	82

Serial No. 11 shows that huge number of Primary School Teachers, having 82 % opted, that classroom has a syllabus.

Serial No: 12 Your classroom has visual aids

Offenders	Agree %	Disagree %	Unsure %	Largest %
PPST-(62)	39.3	55.7	4.9	55.7

Serial No. 12 shows that huge number of Primary School Teachers, having 55 % opted, that classroom has not visual aids.

Conclusion

On the basis of analysis, it was concluded that classrooms are lighted, spacious, hygienic, have wall clocks, colored, fans, sufficient furniture, teaching kits, whiteboards, multimedia, syllabus, and visual aids.

Recommendations

On the basis of conclusion, it was recommended that classrooms may be updated facility wise in accordance with new technological advancements. Furthermore, classrooms may strong academically for teaching learning process.

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